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# KENTUCKY HIGH SCHOOL QUARTERLY



JULY, 1915

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Department of Education State University of Kentucky  
Lexington



# “The Loom of Life”

By COTTON NOE.

“The Loom of Life” is a very fresh and original collection of poems.  
—*Religious Telescope*.

Far beyond the ordinary are the poems in this pretty book. They are all delightful running the gamut from grave to gay with frequent scintillations that are very near genius.—*Nashville Tennessean*.

Many of the poems in this volume recall old scenes and customs, such as the Old Water Mill, The Old Spinning Wheel, and The Old Drinking Gourd. In these poems Mr. Noe strikes his happiest notes. But he also fashions his sonnets deftly. Serious thought and feeling inform these. Among his best lyrics are the lines to the Red Bird.—*Courier-Journal*.

That there is a revelation of genius in “The Loom of Life” is readily apparent even to the casual reader of this volume. But there is something more. It is the human sympathy and kindly love which made the poems of Burns immortal.—*The Idea*.

Although this volume is a small one, Mr. Noe has given the world a bit of his own personality and the world is better because of its existence of just such work.—*Lexington Leader*.

Take a night off and read Cotton Noe’s attractive little book, “The Loom of Life.” A taste or two of his metrical magic will do more to convince you than my sermo.ette.—*Dr. A. S. Mackensie in Lexington Herald*.

Every teacher ought to know by heart Prof. Noe’s “Old Water Mill.”  
—*T. J. Coates*.

“The Redbird,” in my opinion, is a poem that will live along with the Psalm of Life and Recessional. As Maeterlinck has made the “Bluebird” the symbol of happiness, Cotton Noe has made “The Redbird” the symbol of inspiration.—*Mrs. Cora Wilson Stewart*.

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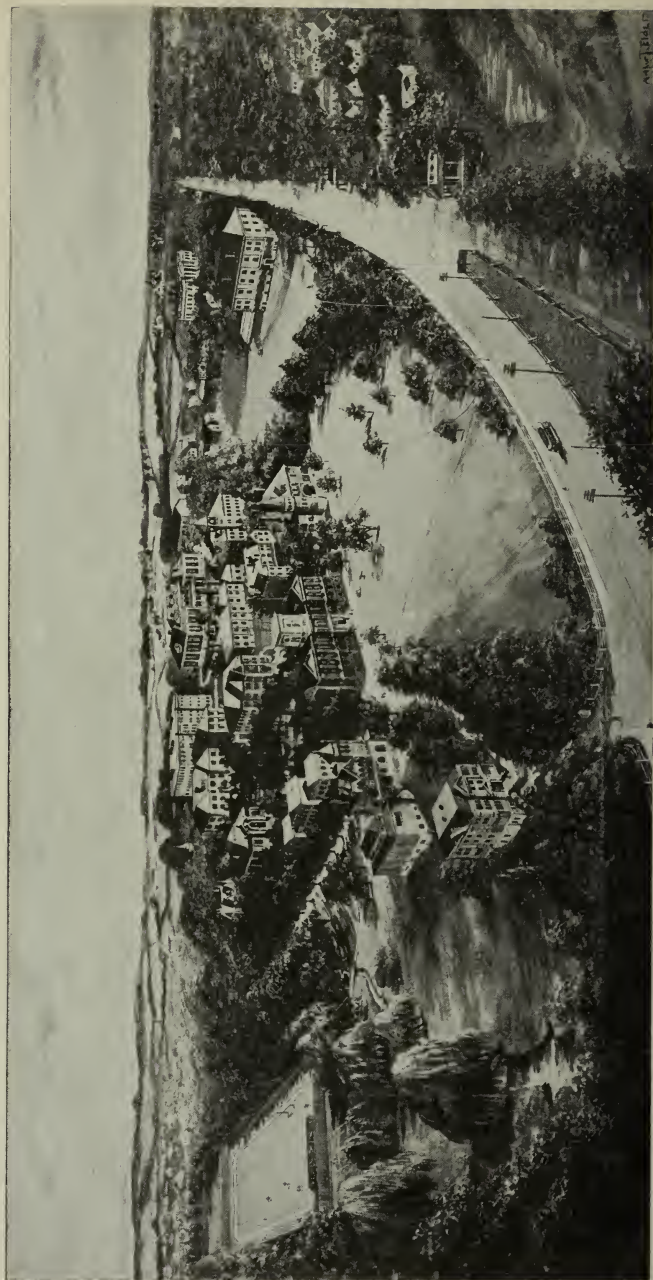
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STATE UNIVERSITY OF KENTUCKY, LEXINGTON



# THE KENTUCKY HIGH SCHOOL QUARTERLY

JULY, 1915

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Here is an interesting picture of an interesting institution. It was made February 20th, in front of the castle-like building the school occupies. It is the Bowling Green Business University, of Bowling Green, Ky. Its students come from almost every State east of the Mississippi river, eight or nine west of it, and from four foreign countries. It receives over 2000 calls every year for its graduates.

# Kentucky High School Quarterly

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VOL. I.

LEXINGTON, KY., JULY, 1915.

No. 3

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## "SIX-SIX"

GEORGE MARSHALL BAKER, M. A., COMPILER.

*School Administration, University of Kentucky.*

The author has herein attempted a compilation of recent material on the "Six-Six" plan of high school organization. The idea that prompted this was to bring to the service of our Kentucky school men the best of the new matreial on this subject. The justification for the large amount of material directly quoted is that hereby the same could be brought to the attention of superintendents and principals without their taking the necessary time and trouble to collect it. Also, in this way, it was possible to present complete studies that have been worked out by prominent school men in the East and West. Presenting these studies, thus in full, involves some repetition that must be pardoned for the sake of values otherwise not obtainable. This presentation of complete studies seemed preferable to an attempted digest, and in the compiler's opinion the material herein is significant, representative, and highly valuable to the progressive school man.

Last spring a questionnaire was sent from the Department of Education to our Kentucky school men, asking them to list the advantages and disadvantages of the "Six-Six" organization. The author has taken the liberty to quote from several of the replies in order to represent the trend in Kentucky. Here, as elsewhere, countrywide, the idea seems to meet with general favor. Dr. Thomas Briggs, of Teachers' College, Columbia University, states that *the arguments for the new organization have been heard by school men and by the lay public with unusual hospitality.*

A proposed remedy suggests an existing defect. The remedy in question is the "Six-Six" plan. The defect is the general dissatisfaction with our present seventh and eighth grades, with their repetition and general unattractiveness to the boy and girl now ripe for something that will challenge their waning interest in continued schooling and its values. How are we otherwise to account for the fact that ninety-odd per cent of our grade enrollment do not enter high school? The economic factor in the situation is often not so influential as appears on the surface. The controlling factor is undoubtedly a lack of interest and faith in the efficacy of a high school education.

Dr. Briggs reminds us that such dissatisfaction exists in abundance, and that the distribution of eight years to the elementary school and four to the high school is pretty



generally accepted as an accident, finding no justification in comparative education, psychology, or the logical demands of local conditions.

John Dewey, writing on the aim of Elementary Education in the *School Review* (Vol. I, Page 18, 1903), states:

"The aim of the elementary school is wrong. It should not be knowledge, but to organize the instincts and impulses of children into working interests and tools. The stress should be on methods, not on results. Not that we do not want results, but that we can get better results when we transfer the emphasis of attention to the problem of mental attitude and operation. We need to develop a certain active interest in truth and its allies, a certain disposition of inquiry, together with a command of the tools that make it effective, and to organize certain modes of activity in observation, construction, expression and reflection. *Six years ought to be enough to accomplish this task.*"

Dr. Julius Sachs, in his "American Secondary School," thus evaluates the second six years:

"At the close of the sixth grade the capable, ambitious American child is certainly as ready to take up some of the secondary subjects as European children do one or two years earlier, and it is distinctly not antagonistic to the democratic ideal to open the avenue into new lines of endeavor to those prepared to utilize them. A six-year high school course, linked to a six-year elementary course, is inevitable. The re-adjustment will, and should, involve a marked increase in public expenditure; the apparent increase in burden of taxation will be more than offset by growth in school efficiency. Our present four-year high school, with its elaborate equipment for a rapidly diminishing body of students, is more extravagant than the average taxpayer realizes. Furthermore, a six-year high school course admits of partition into an upper and lower high school (a junior or a senior high school) of three years each, so that commonwealths unwilling or unable to provide for the lengthened course may restrict themselves to provision for the lower high school. Incidentally, this change would prove a means of decreasing the excessive number of inadequate high schools which try to carry a four years' schedule on insufficient financial support, with flagrant shortage in the numbers, salaries and capacities of teachers."

We are now prepared to hear the evidence as presented by practical, progressive school men.

Dr. Chas. Hughes Johnson, Professor of Secondary Education, University of Illinois, in an article in the *Baltimore Journal of EDUCATIONAL ADMINISTRATION AND SUPERVISION*, March, 1915, entitled "*Movement Toward Re-organization of Secondary Education*," lists some of the arguments for a re-arrangement of the six upper grades in the public school system, with the first six grades an independent unit, as follows:



SOME OF THE ARGUMENTS FOR A REARRANGEMENT OF THE  
SIX UPPER GRADES IN THE PUBLIC SCHOOL SYSTEM,  
WITH THE FIRST SIX GRADES AN INDE-  
PENDENT UNIT, ARE:

1. The scheme is fundamentally a plan for segregating the preadolescents and providing the unique environment required with the consequent development of the simple forms of student social activity.

2. It provides a better organization for the grouping of students with reference to their varying abilities and their physical, mental, social and moral traits at the most critical stage for this sort of diagnosis and treatment. Organized vocational guidance and placement is to be begun at this time.

3. This scheme provides for an instructorial organization with a better grade of women teachers and with more men in instructional force.

4. The teachers themselves also in this particular environment will develop better the particular traits required for this work.

5. It allows for a partial segregation of sexes with appropriate modification of teaching methods, of management and of courses.

6. The natural pedagogy of some subjects, like modern language, call for this readjustment. There is also need for an earlier correlation of English language and grammar with the foreign language and grammar, of arithmetic with elementary algebra and demonstrational geometry, and of history and geography. This beginning should be made in the segregated seventh grade, or seventh and eighth grades, or seventh, eighth and ninth grades.

7. It makes the whole school system more nearly a unit.

8. This would leave the elementary school of six grades still freer to teach easily, without the imposition of any scholastic standards the tool subjects as tools, as well as common fundamental ideals, and at the same time have most of its time and energy for the natural unrestrained and wholesome unrestricted exercises of imagination, play, construction, emotion, imitation, etc.

9. This would also leave the senior high school proper free to develop with more distinctiveness of function genuinely differentiated curriculums of college preparatory, commercial, agricultural, manufacturing and the domestic science, sewing and homemaking arts.

10. The six-three-three plan makes possible a richer variety and greater number of courses for these children from twelve to fifteen years of age; and with this larger number of courses, most important of all, it allows at a better time that the first year of high school for a partial differentiation of curriculums. (See the Portland, New York, Springfield and Butte Surveys).

11. The pupils will thus, by semi or wholly departmental organization of instruction, be promoted

by subject, get the benefit of contact with a special junior-high-school type of teacher, their individualities being thus better rounded out and developed, preserved from narrowness and uniformity—or conformity to one teachers' moulding.

12. The reorganization will provide such vocational insights and inducements that a larger per cent. will remain in school an additional year. It also postpones for one year the transportation difficulties of high school attendance, time, carfare and other obstacles.

13. It is cheaper, on same basis as ordinary seventh and eighth grade work (see Hanus' New York Report and Bulletin by Superintendent Rundlett of Concord, N. H.) ; or, if adequate, it makes for a better adjustment of per capita costs. (See E. H. Holland in Superintendent's Report of Louisville, 1912, and Francis, Portland Survey; Elementary, \$40; Junior High School, \$60; Senior High School, \$80). A town can often economically make over with proper equipment a grammar school or old high school building. (See Francis, Portland Survey, pp. 190-1.)

14. The reorganization provides for better and more continuous use of equipments for domestic science, manual training and vocational courses, with a better set of instructors who can, when necessary, alternate with the different classes. (Springfield Survey.)

15. It becomes possible for bright pupils to complete their public school work beyond the sixth grade in five instead of six years, whereas it is not often possible to do four years' work in three years under the present eight-four plan.

16. The "cycle" arrangement in the secondary school system of France and a similar arrangement of work in German secondary schools afford interesting analogies to the reorganization under discussion.

#### SOME OF THE ARGUMENTS AGAINST ANY REARRANGEMENT OF THE GRADES ARE:

1. In general, all the plans increase the difficulties of school organization and administration.

2. The child of this age will be confused in adjusting himself to the individual peculiarities of so many teachers.

3. More difficulty in placing responsibility for poor teaching, which will affect work in all subjects.

4. There will be much confusion incident to changing rooms.

5. Teachers of one subject become narrowed.

6. We can't make a thoroughgoing rearrangement and reorganization with mediocre teachers. Such intermediate teachers must have preparation of at least high school grade, and are not procurable.

7. The scheme requires specially gifted and trained principals who are not available.

8. The elementary school principals will object

to taking away the "pride and inspiration of their schools." See also the high school principals, their numbers.

9. The upper-grade teachers who can't be promoted to this intermediate type of teaching, and who hence must be demoted to lower grades, and probably lower salary, if retained will strenuously oppose this "*injustice*" to them.

10. Inconvenienced parents will object.

11. It can't be accomplished in the smaller towns and cities.

12. It is merely a different name for essentially the same operation. There is no real change in educational principles; all good effects may be secured by *imposing the present eight-four plan* of organization.

13. There is grave danger of losing the essentially personal influence of the teacher in this proposed distribution of personal responsibility among so many teachers.

14. There is equal danger that the many departmental teachers, ignorant of the child's all-day-round of school duties, will overwork the pupils by the very natural, practically inevitable over-emphasis on particular subjects.

15. It may well be also that the child's age advancement accords with our present grade advancements. It is likely that it is not desirable to save a year or to change the content and method of work and discipline. An enforced rate of intellectual progress and more complicated type of intellectual exercise, which the intermediate or junior high school scheme requires, may be against the fundamental law of the child's rate of maturing. The seventh and eighth grade stages may be simply plateau levels in the individual's life, nodes, which cannot be done away with nor transformed by pedagogic device or administrative manipulation.

16. The proposed plan brings in the school lunch problem.

17. It tends to underestimate the necessary amount of drill work and acquisition of common ideas which the present eighth grade organization and eighth grade course of study aim to secure.

## KENTUCKY.

### SUPERINTENDENT TAYLOR, OF DAYTON:

"The "Six-Six" plan, will, in my opinion, win at last \* \* \*. When the organization of the course is well worked out there will be no marking of time and the elementary work now done in eight years will require only six."

### SUPERINTENDENT BENTLEY, OF PADUCAH:

"Its disadvantages are largely those involved in making the change from the present organization to the new system, such as lack of trained teachers, lack



of proper building facilities, lack of equipment, etc. We have it already practically introduced in our school system in the part of the school consisting of the seventh and eighth grades, which are centralized in one building."

SUPERINTENDENT GATTON, OF MADISONVILLE:

"When the present school year is completed we will have used the "Six-Six" plan for two years. We have found the main advantages to be: First, the departmental plan can be made to extend through the seventh and eighth grades, one teacher thus specializing in English, one in mathematics, etc; second, the dreaded gap between the eighth and ninth grades is eliminated, as most of those who finish the eighth grade enter the ninth.

*Disadvantages:*

First: Locally, the plan results in a slightly crowded condition.

Second: At first a spirit of antagonism was noticeable between the upper and lower grades. Later, however, this disappeared absolutely.

All points considered, we think the plan a splendid one. The grade work from the sixth down is less trouble because the children are near the same age.

SUPERINTENDENT CHERRY, OF BOWLING GREEN:

It encourages children to finish at least six grades and inducts more into the high school.

SUPERINTENDENT RISLEY, OF OWENSBORO:

It bridges the gap between grades and high school.

SUPERINTENDENT DARNABY, OF WINCHESTER:

The disadvantages are almost wholly administrative.

SUPERINTENDENT GEHMAN, OF CORYDON:

The junior high school is an especial pet of mine. Good work here means an efficient high school. The objects I had in view in establishing the junior high school were as follows:

1. The pupil reaches the high school before the period of adolescence, becomes interested in high school work and is more likely to remain in school than he is if he enters high school during that period when he is naturally disinclined to begin new lines of study. I consider this important.

2. Having become interested in his work he is likely to be ambitious to continue his work and get his diploma. I can clearly see proofs of this in the fact that some of the juniors are talking of going to college.

3. The association with older people has a tendency to arouse the ambition. Everyone knows the power of association.



## SUPERINTENDENT SLUSS, OF COVINGTON:

I know of no serious disadvantages connected with the plan of reorganization \* \* \* Last September we reorganized our school on the "Six-Six" basis. We hope ultimately to have a six-year elementary school course, a three years' junior high school course, and a three years' senior high school course.

## SUPERINTENDENT BRIDGES, OF RICHMOND:

As it is we have a seven-five arrangement. This arrangement was made partly to meet the convenience of county high school pupils who come to us poorly prepared for high school work, partly to provide a plan by which exceptional pupils might finish the common and high school courses both in eleven years or less. Some of the advantages of the "Six-Six" system are: (a) Pupils are introduced to some of the most interesting high school subjects at the age when interest in these subjects is keenest. (b) Pupils are relieved of the tedium of much of the subject matter of the seventh and eighth grades.

## SUPERINTENDENT CASSIDY, OF LEXINGTON:

*A Junior High School.*

In May of this year, as what I believed to be the best solution of several important school problems, I offered the following report and recommendations for the reorganization of the Lexington schools. While the report was unanimously adopted by you, because of the lack of a suitable building, it was thought best to defer the matter until more central quarters than those recommended can be secured.

*Plan of Revision.*

"To the Board of Education, Lexington, Ky.:

"Ladies and Gentlemen:—In this report I shall propose a plan for the reorganization of the Lexington Public Schools, which, while somewhat revolutionary in its scope, will, I am convinced, solve the problem of making room for all the pupils for several years to come, without additional buildings, decrease the expense of running the schools, and insure better educational advantages for the children.

"As is well known to this Board of Education, the high school is always crowded beyond its capacity. There will be no room in it for the pupils who will be promoted from the eighth grades in June. There will be about ninety of these promotions in June, and as many more in February following.

"It is not unknown to you that some of the elementary schools are also badly crowded. Especially is this true in those grades below the seventh. The seventh and eighth grades are, however, usually small. But, however small they may be, they require as many rooms for their accommodation as do the larger grades.

*Divide Schools Into Three Groups*

"Briefly expressed, the plan which I desire to recommend for your consideration is to divide the schools into three groups instead of two, as they now are. The three groups established by this organization should be: The regular high school, comprising the tenth, eleventh and twelfth years; a junior high school, consisting of all the ninth, eighth and seventh grades in the city; and the elementary schools, comprising the kindergarten and the grades up to and including the sixth.

"This plan of reorganization eliminates the ninth year pupils from the high school proper and places them in the junior high school. When promoted from the junior high school to the regular high school the students would enter the tenth, or sophomore year, and three years would be required for graduation instead of four. About fifty students will leave the high school in June as graduates. With those who go out in February, the building will be ample for those who will be promoted from the junior high school, if established, in 1914, and for several years thereafter. Even if the Board of Education should decide to build a new high school, as has been contemplated, and a bond issue should be voted, as many as two years must elapse before its completion. In the meantime the Board of Education would be in a quandary how to dispose of the overflow of pupils both in the high and grammar schools. If the plan that I propose will bring relief by providing room for all of the children, both in the high and the elementary schools, without additional buildings, procure better and more economical instruction, without adding materially to the already heavy burden of taxation, I am sure that this Board of Education will welcome and encourage it.

*When Good Would Come.*

"Removing the ninth year pupils from the high school will not only solve the problem of room in that institution, but will result in great good both for this class of students and those of the tenth, eleventh and twelfth years. One of the most difficult of high school problems is the adjustment of these ninth-year pupils to the high school environment. With the present plan of organization, this class of students enter the high school from several different schools. They are without that community feeling or feeling of group responsibility so essential both in the high school and the university. They have had little or no experience in organized action, and are not fully conscious of their individual responsibility in contributing to the student body high sentiment and lofty purposes. But with three years of community life in a junior high school, such as contemplated in the proposed reorganization, where the administrative methods will be shaped to develop responsibility and team work in community action, it

seems evident that these ninth-year pupils would enter the regular high school at a much higher level than they have hitherto done. Furthermore, the seventh, eighth and ninth-year pupils would form, in the junior high school suggested, a natural group. They would enter such an institution, as is contemplated in the junior high school, at the very dawn of that wonderful period of life known as adolescence, when it is so natural for them to desire a wider range of thought and activity than can be had in small groupings.

*Like a Laboratory.*

"The work of such a school, at this most critical period in human existence, when men and women are either made or marred, should be rich in content, variety and human interest. All of its work should be closely related to life and its varied activities. Such a school should be, in large measure, a laboratory, in which the talents and inclinations of the students should receive consideration, and be intelligently directed. In such a school the work of all the pupils who contemplate entering the regular high school would be so directed that they may become intensive students and not mere absorbers of facts. The course of study for such an institution should be liberal and varied, providing a practical education for those who can not go to the regular high school, which will always be a very large number. For such students the course should be liberal and varied, with a wide range of choice, properly directed. The head, or principal, of such a school should be a man of culture, education, kindly heart, of great firmness and broad vision. The teachers, several of whom should be men, should, as far as possible, measure up to this ideal of a principal.

*Uniformity in Instruction One End.*

"One of the chief benefits to be derived from such a grouping is that there will be uniformity of instruction that cannot be had under the present plan of organization. In this institution there will be one head with a single purpose, and teachers who will employ the same method of instruction and discipline on all the group. As the schools are now organized, this, as may be readily seen, cannot be. And so the students who are now promoted to the high school must be irregularly prepared.

"With the elimination of the ninth-year pupils from the regular high school, I am confident that its work could be more intensive, that there would be a higher standard of scholarship, a more exalted moral tone, loftier group of ideals, and a more pronounced sense of group responsibility. In a word, this natural group of students would redound to the welfare of both of these classes of students.



*Third Group of Schools.*

"Under this plan, the elementary schools, comprised as they would be of all grades below the seventh, would compose the third natural group. It should be the purpose, in such a group as this, to ground the pupils thoroughly in the prime essentials of education. They should be trained to read with ease and intelligence, write legibly and with reasonable rapidity, to know the fundamentals of arithmetic thoroughly and be able to give them practical application, and be made able to use the English language with facility and correctness. These subjects, which are basic, and which one must know to get on in life, should be emphasized.

"These are some of the things that should be hoped for in the reorganization suggested:

*Some of the Advantages.*

"First—Ample room in all of the elementary schools for all of the pupils for several years without taxation for additional buildings.

"Second—The expense of departmental teaching will be materially reduced.

"Third—All of the children will be better taught and more naturally disciplined than heretofore.

"Fourth—The overcrowded condition in the high school will be relieved and the necessity of erecting a new high school will be avoided.

"Fifth—The children of Lexington can be more naturally grouped and better and more economically taught than under the present organization.

"The building that I would recommend for the junior high school is Harrison. I make this recommendation for the following reasons: Harrison School is so situated between Lincoln and Johnson schools that the children below the seven grades can be distributed between the two schools so as to avoid much inconvenience.

*Would Have to Rent Some Rooms.*

"The only serious inconvenience would be to the kindergarten children, but this can be overcome by renting one or two rooms near the center of the present territory of Harrison School. All that this building needs to fit it for a junior high school is an auditorium and equipment for manual training and domestic science. The equipment could be removed from Maxwell and this additional expense avoided. By having such equipment in the junior high school there would be no more going to the high school center from the ward schools, and the high school's equipment would, therefore, be used by the pupils of that school. This would give the pupils a better opportunity for both manual training and domestic science than they have heretofore had. An ample auditorium may be had for this junior high school in the attic of Harrison School.



*Possible Objections.*

"Objections may be made to the plan that I have proposed on account of the distance that these seventh, eighth and ninth-year pupils will have to go in order to attend this junior high school. Since the same objection may be urged against any high school center, this is not seriously to be considered.

"Another objection might come from the principals, since such a reorganization might seem to minimize their importance by eliminating the seventh and eighth grades from their schools. However, upon reflection, they must realize that they are as important and their work as invaluable to the system as it was before such reorganization. The work of their schools will be as basically important, and neither the work of the junior high school nor the regular high school can be successfully accomplished unless the work of the elementary schools is efficiently done. Their schools would be the very foundation of the whole system. Indeed, the system cannot stand unless their work is efficiently done. Their schools will be to the proposed junior and regular high school what the foundation is to the house. There would be neither diminution in their salaries nor the importance of their work. However, knowing the principals as I do, I am convinced that nearly all of them will be in accord with the proposed reorganization, since it will evidently redound to the good of both the system and the taxpayers.

*New Courses For High School.*

"The only other objection, I think, might come from the Board of Education and the Superintendent of Schools. The contemplated reorganization will require a new course of study for the high school, the junior high school, and the elementary schools. It will also bring added responsibility to both the Board of Education and to the superintendent. However, I am sure that I speak advisedly when I say that both the board and its superintendent will welcome the added responsibility and work, if we can avoid thereby further taxation and procure better educational results.

"I desire, therefore, to make the following specific recommendations:

*Specific Recommendations.*

"First—That the Lexington public schools be reorganized in three distinct groups.

"Second—That the first group shall consist of the elementary schools, comprised of the kindergarten and the first, second, third, fourth, fifth and sixth grades.

"Third—That the second group shall consist of the seventh, eighth and ninth grades and shall compose the junior high school.

"Fourth—That the third group shall compose the

regular high school and shall include the tenth, eleventh and twelfth-year pupils.

"Fifth—That Harrison School be selected for the junior high school and that it be fitted up with an auditorium and manual training and domestic science department.

I am, with great respect,  
M. A. CASSIDY,  
*Superintendent of Public Schools.*

### CALIFORNIA.

(The Legislature, just in session, passed a law giving the Intermediate School legal sanction.)

#### SUPERINTENDENT JAMES, OF BERKELEY:

I will add that to some degree all the advantages claimed by the advocates have been realized. There has been considerable opposition to the plan during the time it has been in operation, and this opposition will continue. As certain schools were selected for the concentration of the intermediate pupils, new comers have tried to rent houses near these schools. This has caused opposition among the real estate men and property owners. A considerable number of the regular grammar school teachers are still opposed to the plan. I fear that it is a personal matter with some \* \* \*

I think that many towns and smaller cities will find the system expensive \* \* \*

I think there are as many as four systems in operation in California: 1. The modified seventh and eighth-grade systems with more electives in these grades and more departmental work. 2. The "Six-Three-Three" system. 3. The "Six-Six" plan. 4. The "Six and Four" plan. It means that the old "Eight-Four" system will be discarded.

#### SUPERINTENDENT FRANCIS, OF LOS ANGELES:

Among the advantages of the "Six-Six" plan, the following are important:

1. Diversification of work offered and optional courses of study.

2. Better equipment.

3. A gathering together of pupils of early adolescence in sufficient groups to enable us to study and meet this most important problem in education.

4. Better prepared teachers.

5. It enables the selection of some male teachers for boys and girls of this age.

6. Departmental teaching.

7. It offers the only efficient way of doing real prevocational work.

8. It conserves the interest and the time of pupils, saving not less than a half year.

Results in this city have been highly satisfactory. We promote approximately 95% of pupils from the eighth grade and carry 95% of those finishing the

ninth-grade in the Intermediate School into the high school.

Its disadvantage, if it has any, is the extra cost.

SUPERINTENDENT TEMPLETON, OF PALO ALTO:

*Present Status and Outlook of the Intermediate School.*

The Intermediate School has now reached such proportions as to provoke general inquiry from teachers who have previously been disposed to consider it a temporary expedient for local convenience, or a fad, soon to pass, or a talking point for self-advertisement. Now, the following questions are being asked not only by teachers, but by boards of education and are pressing for answer: What is the Intermediate School? What is its real sanction? What cities are trying it? How do its courses differ from those of conventional grammar schools? Can it serve any good purpose in rural districts? What is its legal status? To answer all of these questions would require more time than is at our disposal. I shall, therefore, only briefly consider each, hoping that I may be able to stimulate a deeper interest and further inquiry.

In the December number of the School Board Journal, Paul C. Stetson, of Grand Rapids, gives a very interesting account of the junior high school as organized in that city in 1911, and its development during the past two years. From that experiment he deduces the following definition: "The junior high school (the Intermediate School), is a definite constructive attempt to make the school serve the community by bridging over the gap between the grammar grades and the high school by offering some form of pre-vocational work to those who can never attend high school, and through its ability to give them more vital and wider interests."

During the past two years Grand Rapids has used the junior high school to combat the idea that the grammar school and the high school are symmetrically complete units in education; to familiarize pupils with the high school methods, ideals and atmosphere; to dissipate the impression of remoteness of the high school from the minds of the grammar school pupils as to location and courses of study, an idea which tends to widen the gap between the grammar and the high school; to introduce pupils to some of the high school subjects, methods of teaching, and course of study; and to secure the promotion of pupils by studies rather than by grades—a consummation devoutly to be wished in public school work.

In thus setting forth the definition of the Intermediate School and its practical applications as an integral factor of the public school system, Mr. Stetson has omitted what we in California have come to believe the fundamental element in the definition of the Intermediate School, namely the segregation of the seventh, eighth and ninth grades from the elementary department and their organization into a separate



school. The two essentials are: (1) To secure a homogeneous atmosphere for this group of pupils who are passing into the period of adolescence; (2) and to direct their attention and interests toward the high school, not only as possible, but as necessary to the completion of their public school education. We want to avoid suggesting to pupils directly or by courses, pre-vocational or otherwise, that they will not be able to enter the high school. The experiments in Los Angeles, Berkeley, Oakland, and Palo Alto, tend so far to justify these two aims. My definition, therefore, of the Intermediate School would be something like the following:

The Intermediate School is primarily a scientific attempt to secure a homogeneous school atmosphere and through its influence a more vital and effective interest in school work by both pupils and teachers through organizing the seventh, eighth and ninth grades as a separate school.

As important, though of secondary consideration, such an organization should: (1) Aim to bridge the gap between the eighth and ninth grades; (2), to make possible a more flexible and broader course of study; (3), to work toward individual promotion instead of grade promotions; and (4), to prepare for high school methods of instruction and administration by means of departmental work.

A homogeneous school attitude depends upon the homogeneity of interests fostered in the student body; as no faculty can secure a homogeneous school spirit if the latent interests of the student body conflict. The value and permanency of these interests should be understood by the faculty, who must distinguish between children's natural and fictitious interests. The school that is made up of primary children and adolescents usually has either the primary school atmosphere or the adolescent. Since the same set of rules cannot apply to both without producing unrest and discontent, we must therefore not confuse a school with an aggregation of grades housed in one building. If the school is dominated by the one class or the other, friction results. If the primary atmosphere prevails, the adolescents are out of harmony; if the adolescent spirit is manifest, the primary children are unhappy and discontented. What I have said of combining primary grades with the higher grammar grades of adolescent children is also true of high schools conducted in the same building with grammar schools, as all who have had experience in such makeshifts will testify. In both cases where the boundary lines of deep, latent interests are ignored friction results; this is caused by biological incompatibility which no faculty nor set of rules can harmonize. If adolescence more than any factor is the peculiar thing that determines the kind of discipline, type of teacher, and course of study (and I believe there is general unanimity among school men on this point), the dividing line between the elementary



school and the high school should be drawn farther down than at the beginning of the ninth year. If, generally speaking, puberty begins about the thirteenth or fourteenth year, then the grade corresponding to that age should be the one determining the segregation. This is the seventh. Moreover, since the interests of children from thirteen to sixteen years of age are of the same general character as in the later teens, the same general type of discipline, activities, organizations and administration should be adopted as has proved to be most satisfactory in the high school. I say the same *type*, not the *identical methods* or policy.

All high school teachers have observed the difficulties and noted the school mortality of first-year pupils. This is, no doubt, on account of too radical a change from the traditional elementary school methods to those of the high school. If high school methods have such a serious effect on the ninth-grade pupils, the mortality certainly would be greater in the seventh and eighth grades under identical conditions. The policy, therefore, is to organize the system into two general departments—the elementary department, consisting of the first six grades; and the high school department, consisting of the second six, organized into two schools—the Intermediate School, consisting of the seventh, eighth and ninth grades, and the high school, composed of the tenth, eleventh and twelfth. This type of organization is found in the eight intermediate schools of Los Angeles, and McKinley School of Berkeley. Local conditions, however, such as room, residence of pupils, etc., may force modifications of this arrangement. For instance, in Oakland the Swett Intermediate School consists of the seventh and eighth grades. In Palo Alto we have in our Intermediate School the seventh, eighth and B ninth grades. In order to emphasize that it is a part of the high school we have adopted a new form of designation of the classes, i. e.: Elementary Department, first to sixth grades, with A and B classes. This simple change helps to bridge the gap between the eighth and ninth grades by producing the feeling among the pupils that they are already in the high school department.

I do not believe that expanded courses of electives, pre-vocational subjects, and foreign languages are sufficiently fundamental to justify us in calling the grammar school which offers such courses an Intermediate School. So far as essentials of organization and administration go it does not differ from the conventional grammar school. The sanction for the Intermediate School lies deeper than merely the re-arrangement or expansion of the course of study. Children accept studies as a preparation for life, usually a preparation through punishment. Schools means enforced disagreeable intellectual work which they do more or less under protest. No mere change of work will permanently affect this spirit in the children. What they want is life with its interplay of spontaneous natural activities—

physical, mental social—all under wide direction and control. Under such conditions the friction of the work will be reduced to the minimum.

Homogeneity of children's interests in one building makes possible and necessary not only a definite kind of administration and discipline, but likewise a certain type of teacher, a teacher whose dominant sympathies flow out naturally to the adolescent child, one who intuitively understands the deep and complex spiritual problems of the changing boy and girl and who personally enjoys their companionship. This understanding on the part of the teacher comes about, I think, on account of her own vital experiences while passing through the same stage of development as the children under her. Since no woman can fully understand boys, particularly in the adolescent period, I hope that the Intermediate School will make such an imperative demand for men that adequate inducements will be offered and that many strong, virile men may take up the work. The girls as well as the boys would benefit by having men and women as teachers.

I fancy that every efficient superintendent in selecting his teachers recognizes three types—the primary type, the intermediate type, and the high school type. Otherwise, he is groping in the dark. Each of these types, I believe, is determined by dominant interests. Every superintendent of experience has had teachers who have failed with one grade of children, but succeeded with older or young grades, their success or failure not being a matter of scholarship, but of intuition, common sense and enthusiasm. Indeed, very few failures result from lack of scholarship, particularly in the elementary school. The organization of the children into three separate classes as indicated above, not only makes it possible, but necessary for superintendents to recognize this principle when selecting their teachers. If a misfit occurs it is more readily located and the remedy can be applied with some degree of accuracy. In this way such complications as primary teachers with primary methods and ideas of discipline attempting to teach and control children who have passed out of the primary period will less frequently occur than under the present grammar school plan of organization, and the same will be true with teachers of adolescent and high school pupils in regard to primary children.

The sanction for the Intermediate School, therefore, lies in the importance of a homogeneous school atmosphere which can best be secured by segregation based upon adolescence.

The Intermediate School as such began in Berkeley under Superintendent Frank F. Bunker in 1909, as the "Lower High School." Two years later it was started in Grand Rapids as the "Junior High School." About the same time, Superintendent Francis, of Los Angeles, began the experiment as the Intermediate School. Now about thirty cities in the United States

have organized it as a definite part of the public school system. California seems to lead as to number, Michigan and Wisconsin together come second, and New England third. Utah, Texas, Oklahoma, Georgia, New York and other states have caught the idea and are working it out. The underlying fundamental principles, I think, are quite generally accepted, but the course of study is still in the gristle.

I have been able to collect data as to the popularity of the Intermediate School from California only. In reply to a letter of inquiry covering the salient points, which I sent to the superintendents in the state known to have the Intermediate School, I received answers from which I will quote: Superintendent Barker of Oakland, tells me that "there has been much opposition to the extension of the Intermediate School as a separate school, as it would compel pupils to walk longer distances, and in most instances to walk past the present grammar schools. Last year in Oakland concerted action was taken by various civic organizations in opposition to using any new school solely for intermediate schools, as the bonds had been voted for elementary scholols."

From Superintendent Wood, of Alameda, I received the following: "We offer electives in three of our four grammar schools. Electives are offered in the seventh, and eighth grades. The total enrollment in these grades is in the neighborhood of six hundred.

"If our reorganized seventh and eighth-grade work can be counted as intermediate school work, the intermediate school has practically supplanted the grammar school. The people of Alameda heartily approve of the introduction of electives in the upper grades. This may be a step in the direction of the Intermediate School, or a process of inoculation against it, resulting in indefinite postponement of the organization of the real Intermediate School."

Superintendent James, of Berkeley, writes me as follows: "Our condition existing here from the time that these schools were established has, in my opinion, counteracted several of the good points claimed for the system. We have never been able to segregate the intermediate pupils.

As a school man can readily see this fact alone has been bad enough for the schools. Two years ago the parents of children attending the intermediate grades were in favor of the scheme by about fourteen to one. Many have opposed the plan from the beginning. Those living at some distance from the Intermediate Schools have opposed sending their children to these schools, instead of the nearby ward school. Many grammar grade teachers oppose the plan on the ground that specializing has increased among pupils of the seventh and eighth grades, and that this has led to a division of the work among too many teachers. Under proper conditions much of this could be avoided. Our whole course for the intermediate could be used in the



ordinary grammar grade system, so far as the subjects taught are concerned. The subjects are given in lieu of the statutory subjects, or else the amount of work in the statutory list has been so reduced as to permit the pupil to try an elective. If the people will give us more buildings we shall segregate the Intermediate School pupils."

It seems that the McKinley School, enrolling five hundred and sixty pupils under fourteen teachers is the only Intermediate School in Berkeley that conforms to our definition.

County Superintendent Mitchell, of Santa Ana, informs me that there are two Intermediate Schools in Orange County. One at Santa Ana with three hundred and fifty seventh and eighth-grade pupils under twelve teachers, and one at Anaheim with the sixth, seventh and eighth grades. Both schools are in separate buildings; neither has a ninth grade. In the former Latin or Spanish may be taken in lieu of grammar school subjects. In Anaheim they follow the county course of study. 'People will not give up the little red school house.'

Conditions in Los Angeles seem to be the most favorable of any city in the State, and the plan has had a better trial there than elsewhere. Principal W. W. Tritt, chairman of the Intermediate Principals' Organization of Los Angeles, writes as follows: "We have in Los Angeles ten intermediate schools; two of them, however, are small high schools which care for the seventh and eighth grades and are not included in the data enclosed herewith. Our intermediate schools include grades B7 to A9. In May we had enrolled in intermediate schools 4,300 seventh and eighth-grade pupils, and in regular grammar schools on the outskirts of the city, 3,000. The attitude of the people is very friendly toward intermediate schools, and many pupils travel long distances to attend them in preference to the regular grade schools. I am informed that there are intermediate schools in Pasadena, Santa Monica, Santa Ana and Glendale. Pomona, Riverside and Long Beach are considering the advisability of starting intermediate schools."

No two school systems agree as to the Intermediate School courses. In Los Angeles three courses were adopted last September for all the intermediate schools of the city—a general course, a commercial course, and a vocational course. Each of these is made up of required studies and electives. In the seventh year all three courses require English, Arithmetic, Geography and History as prepared subjects. Music, drawing and penmanship are required in the general and vocational courses. Penmanship and stenography take the place of music and drawing in the commercial course. French, German, Spanish, Latin and bookkeeping and stenography are offered as electives, pupils being required to select one. In the commercial course, the three modern languages, music and manual training are offered from which pupils may select one.



In the eighth grade algebra may take the place of arithmetic as an elective, and drawing is added to the electives of the seventh year. To the electives offered to the seventh-year commercial classes, algebra and oral English are added in the eighth year. In the general course of the ninth year only English, physical training, music or oral English are required, pupils are directed to select three from the following: French, German, Spanish, Latin, bookkeeping, stenography, algebra, commercial arithmetic, American history, general science, manual training, domestic science and drawing. One of the three electives must be chosen from the three industrial subjects. In the commercial course four regular subjects with two hours of physical training are required, and two electives offered, all totaling thirty-two hours. In the vocational course general science takes the place of United States History, the same number of subjects being required. One elective is to be chosen from three modern languages, history, bookkeeping and algebra.

The Intermediate School, I believe, is practicable in rural districts just as the union and county high schools have proved to be practicable. Our experience in conducting the Intermediate School in Palo Alto, adjacent to the high school, using a group of four buildings as the high school plant having some of the classes recite in the high school building to regular high school teachers, and some of the high school teachers meet their classes in the intermediate building, programing the work for both schools so as to utilize most economically the two faculties and the entire plant, indicates to me that union high schools should be conducted with excellent results in the same way. The Intermediate School could be built near enough to the high school to utilize rooms in both buildings interchangeably, but with separate playgrounds. Each should be kept as separate schools, but so conducted that there would be a solidarity of interests. With such a policy the seventh and eighth-grade children would be cared for under better conditions than they could obtain in their district schools and the elementary teachers be left free to work with the first six grades. I believe that this arrangement would result in an increased enrollment in the union high schools.

I am aware that there is no legal sanction for such an organization. The Intermediate Schools has no legal sanction as such. Its organization has outrun the law, and the next step is to bring the law up to the fact if the fact is justified pedagogically. At the Shasta Convention of Superintendents I had the honor to be a member of a committee to make recommendations to the State Board of Education on the Intermediate School. The following measures were recommended:

1. That Section 1666 of the Political Code be amended to read: "Other studies may be authorized in the seventh and eighth grades by city, county or city and county boards of education."

2. That pupils having completed one or more studies in the eighth grade may be permitted to take subjects in the post-graduate grammar school, or the high school, while completing the remainder of the eighth-grade work.

3. That the State Board of Education consider the advisability of legal sanction for the Intermediate School as such, and legal provision for intermediate teachers' certificates.

In addition to the above recommendations in which I concur, I agree with Principal Tritt, of Los Angeles, that "legislative enactment should be secured in order that the legal status of the Intermediate School may be definitely known." Until such legislation has been secured the Intermediate School will probably amount to little more than an interesting experiment on the frontier of progressive pedagogy.

*(Read before the High School Section of the California Teachers' Association at Oakland, December 30, 1913.)*

## NEW JERSEY.

### SUPERINTENDENT MACKEY, OF TRENTON:

In the 1914 report of the Board of Education he gives the following valuable discussion of the "Six-Six" plan:

"The most significant feature of the year's progress is the adoption of the "Six-Six" plan of organization, to go into effect as soon as suitable housing facilities can be provided \* \* \*. The factors which enter into the problem of determining upon such a course have been so tersely stated by Dr. W. A. Wetzel, principal of the high school, that I am glad to be able to quote his analysis:

### SIX-AND-SIX PLAN.

The Junior School.—The present division of our schools into elementary grades, one to eight, and secondary grades, nine to twelve, is "not only undesirable, but illogical, and based on the accidents of history."

Indictment follows:

1. Monotonous repetition of common branches prolonged unnecessarily at expense of secondary subjects which should be begun.

2. It violates the order in which subjects should be presented, *e. g.*, foreign language (based on memory) better in seventh grade than usual course in arithmetic (involving difficult reasoning).

3. Too many subjects in grades seven and eight, and much of subject matter not vital. Pupils are overworked.

4. Pupils are retarded unnecessarily through promotion by grades rather than by subjects. This affects both the slow pupil and the pupil of superior ability.

5. Gap between the elementary school and the high school difficult to bridge because—

- a. Too great change in subjects.
- b. Departmental teaching.
- c. Distance to high school.
- d. Change comes during rather than at beginning of adolescent period.
- e. First two years of high school are preparatory years rather than finishing years.
6. Seventh and eighth-grade pupils are too old to fit into the school life of lower grades.
7. Plan is frequently wasteful.
- a. Of teacher's time in teaching small seventh and eighth grade sections.
- b. Of equipment, science equipment, shops, kitchens, etc. Many cities have cooking and manual training centers, thus recognizing need of centralizing seventh and eighth grades.
8. Present manual training courses in grades seven and eight fail to give the "overall" education that all city boys need.
9. Present plan is not in harmony with compulsory school law. Compulsory school law keeps in school two classes of pupils who are hard to fit into present arrangement—
  - a. Non-bookminded pupils in grades seven and eight.
  - b. Older pupils in first year in high school who sit in "watchful waiting" until they are sixteen years old.
10. The presence of these pupils does not create but exaggerates the need of differentiated courses. Failure to recognize this need constitutes the most serious charge. Differentiation of courses should begin at twelve years of age. No more undemocratic to differentiate at this age than at fourteen or fifteen. Democracy in education means equality of opportunity rather than equality of treatment.

Suggested remedy is following:

Elementary school, grades 1-6. Junior school, grades 7-10. Senior school grades, 11-12. (Or Junior school, 7-9; Senior school, 10-12.)

*Advantages of This Plan.*—1. It makes definite the work of the elementary school and of the secondary school. The shorter time devoted to three R's would result in elimination of much that is unessential.

2. It makes possible the grouping of pupils according to their capacities and needs, and makes the public school a genuinely democratic institution. General classification would be the following: Academic, industrial or domestic, commercial.

3. Promotion by subjects breaks up the "lock-step" system. Two and three would be very beneficial to both poorer and better pupils.

4. It reduces school mortality. New Bedford, Mass., has a junior school, established in 1912. The attendance in the seventh grade increased in three years from 287 to 522. In the same time the attendance in the eighth grade increased from 214 to 352.



5. It is reasonable to claim that earlier introduction of secondary subjects will save time in preparation for professional career. This is important, because many professions, notably law, medicine, engineering, are rapidly reaching the point where they demand a college course as a prerequisite to professional study.

6. The junior school brings together a homogeneous body. Reaction of methods of discipline, school organization and student organizations will be wholesome on student body.

7. Better science equipment will be placed at the disposal of pupils in grades seven and eight.

8. The faculty can be chosen to secure teachers, men and women, who are both trained in the subjects they shall teach and in sympathy with youth.

9. The junior school will, in the large cities, bring secondary instruction nearer to the homes of the pupils, and thus reach a larger number of pupils.

10. The work of the senior school could be made more intense. More rigid standards of scholarship could be applied.

11. The junior school would be helpful in both vocational guidance and vocational training. With its varied courses it would help pupils to find themselves. The correlated shop and academic training would be helpful to those pupils who left before finishing the junior course. Graduates of the junior school would be old enough and would have received excellent training to enter a trade school or begin an apprenticeship.

12. A junior school, including ages 12 to 16, could provide an excellent cultural education for pupils desiring it. The need for such a school is urgent.

13. The division of time under this plan not only corresponds to changes in the life of the child, but makes possible a sane enforcement of the compulsory school law.

*Who Shall Attend the Junior School?*—a. Graduates of the sixth grade who shall follow in general one of the three lines of work suggested above.

b. Retarded pupils, 12 to 14 years of age. They shall be arranged in classes, taking such a combination of manual arts and academic work as seems best.

*Who Shall Attend the Senior School?*—Those graduates of the junior school who have a definite program in mind which can be furthered best by attendance in school. It would be perfectly normal to find a large number of pupils leaving school at the end of the junior school course.

*Difficulties to Meet.*—1. Expense. While it will cost less per pupil in grades 9 and 10, when these are placed with grades 7 and 8, the increased cost per pupil in grades 7 and 8 will probably more than counterbalance this. The first question that is put to the city engineer when a street is to be paved is not what is the cheapest paving material, but what material will be necessary to carry the traffic on the street to be paved. The next question is, how can this material be supplied

at the least cost? The community is justified in asking, not which education is the cheapest, but what is the cheapest way to supply the kind of education that our children need.

2. Apprehension on the part of grammar school teachers and principals that the high school is encroaching upon their legitimate field. In communities that have adopted the plan, this opposition was not serious.

3. Difficulty in obtaining suitable teachers:

a. Of academic subjects. It will be comparatively easy to transfer a number of the most progressive sixth, seventh and eighth-grade teachers, who, of course, will be women. It will be more difficult to find the young men with the proper training and personality.

b. Of the "shop" subjects. This is a real difficulty. The average manual training teacher could not meet Dr. Snedden's test, that he be able to earn a living at the thing he is teaching. Many teachers are now obtaining this experience and the number of mechanics who can teach and are willing to join the profession permanently is increasing.

4. Difficult to provide suitable buildings. The plan may be introduced gradually by the erection of junior school buildings. The rooms vacated by the transfer of seventh and eighth grades to the new junior school will accommodate the increased number of elementary pupils.

5. The certification of teachers and the regulation concerning the apportionment of school moneys on the basis of the number of teachers presents some legal obstacles to overcome. Among other changes desirable in the law, it seems desirable to change the regulation classifying any high school on the basis of its shortest course.

## INDIANA.

SUPERINTENDENT TOMLIN, OF EVANSVILLE:

### *The Junior High School Plan.*

The proposed reorganization of our two upper grammar grades and the first year of our present high school course into a junior high school has grown out of the conception of the development of the *individual* rather than the so-called *average* pupil. It is a step in the direction of economy of time. It seems reasonable to believe that it will help us solve some of the pressing problems that constantly confront us in secondary education. It is a concrete, definite method of procedure—free from "fads" and "clap-trap" methods.

For more than a decade our school growth has been artificial, methodical, traditional. The opinion is widespread that the twelve-year course of study should be a *unit*; that is to say, the transition from one grade to the next higher should be as natural at one place in the system as at another. For example, a pupil should ex-

perience no more shock in passing from the eighth to the ninth grade than in passing from the third to the fourth. As the course of study generally prevails, this is not the case. If our pupils are to pursue the entire course of twelve years, then it is imperative that no "gaps" exist along the way. There is a tendency, altogether too common, to look upon the elementary grades (1-8), as one division of the public school system and the secondary grades (9-12), as quite another. Not a few people think these two divisions of public education have little or nothing in common. In some quarters there is a notion that after all the common school course is the only division of the school system really worth while. It is believed by some that the high school is a *luxury* maintained at great expense for the few. As a consequence of this attitude of mind, few pupils, comparatively, ever enter the high school, and fewer still graduate therefrom. Accordingly, we find in our public school system a great "gap" between the eighth grade and the ninth grade. Many have tried to "bridge" this gap, but the "bridges" have failed to *function*.

There seems to be no really good reason for a "gap" at all. There is no "gap" between the third and the fourth grades or between the tenth and eleventh grades; why, then, between the eighth and ninth? This gap has developed chiefly because of *two* things. *First*, *regularly promoted* pupils have reached the legal age limit of compulsory education by the time they have completed the eighth grade. Accordingly, many of these who have never had any special encouragement to pursue their studies further, quit school. *Second*, this "gap" is the outgrowth of tradition. The old country schools offered nothing beyond the common branches. Many villages and small towns offer little or no high school work. Parochial schools seldom go beyond the eighth grade. It is easy to see why pupils attending any of these elementary schools often do not enter the high school.

During the past fifteen years many advocates of a *redivision* of this twelve-year course of study have appeared. This discussion has resulted in the proposal of a six-and-six plan of division rather than the prevalent eight-and-four-year plan. The junior high school might be called a variant of this plan of division. Just as most elementary schools distinguish between the primary and the grammar grades, so it is proposed in the secondary school to have *beginning* secondary work and *advanced* secondary work. The junior high school, therefore, consists of the seventh, eighth and ninth grades; the senior high school of the tenth, eleventh and twelfth. The six grades (7-12), constitute a course in *secondary education*.

For recent national official endorsement of this plan of division, one should read the record of the committee of the National Council of Education on Econ-



omy of Time in Education (Bulletin, 1913, No. 38, United States Bureau of Education, p. 26-27.)

There are perhaps a score of cities in the United States that have in operation a junior high school. The most notable examples being the schools at Berkeley and Los Angeles, Columbus, Ohio, Grand Rapids and Kalamazoo, Michigan, and Evansville, Ind. Philadelphia is seriously considering the introduction of junior high schools, and New Jersey is asking for legislative enactment to make possible the introduction of junior high schools in all her prominent cities. Many other cities and states are at work on this plan.

Perhaps the primary object of the junior high school is to give the pupils an opportunity to become familiar with secondary school organization, customs and manners two years earlier. These seventh and eighth-grade pupils need a different school atmosphere than that found in the ward schools. The atmosphere there is elementary. To many of these pupils the high school is a foreign institution. It is usually in another part of the town, far from their buildings. Some of these pupils have never even seen the high school building. Perhaps their older brothers and sisters or their parents never went to high school. Many boys and girls who are lost to the high school have been *predestined* to quit school at the legal age limit, or at the end of the eighth grade, simply because they never had a chance to know just what the high school really was. Is it not reasonable to assume that many of these pupils may be carried over into the high school if we but take them out of this elementary school atmosphere, where they have grown to feel by the time they have reached the seventh and eighth grades that their school course is nearly run, and put them into an entirely new school atmosphere where they will be the youngest instead of the oldest pupils in the school; where the course of study will appeal to their needs and capacities; and where they will find school life a joy rather than a bore because it is shot through and through with new ideals and new situations. We must give these children a vision of the highest ideals in education—this critical period of their lives.

Times have changed. A decade of educational development in these latter days marks a greater stage of progress than two or more decades fifty years ago. Some one has told us to burn all of our books on pedagogy and psychology that are more than ten years old. The constant social unrest gives rise to new methods of instruction in our schools, to revised courses of study, and to many innovations in school management and supervision. The junior high school is a product of this evolution. Many communities need just this very thing. The movement is in its infancy, comparatively, but its future seems bright with promises of good returns. As the years come and go, we shall make our courses of study, our methods of instruction, and

our teaching staff conform more and more to the local needs of the individual pupil.

This proposed reorganization has for its highest aim nothing short of the making of better schools for a city. Certainly, no one familiar with the facts in a community where this thing is being done will deny that the pupils are better off than they were under the old plan. This new system has given every pupil a better chance to fit himself for the thing he is best able to do. He comes to see himself in a different light. He takes himself in hand sooner. He is taught initiative and self-reliance. He is an adolescent now and is treated as such. The beginning of the seventh grade finds most boys and girls undergoing a physiological change. Ought we not make it a time for a pedagogical and psychological readjustment, too?

The junior high school aids a city in solving its problem of distance by bringing the school home to the pupil's own door. A group of junior high schools in different parts of the city may eventually grow into both a junior and a senior high school in these localities.

The problem of organization is simplified. The grouping of pupils is much better. Pupils from the age of six to twelve in one group, and from twelve to eighteen in another is wiser than the former arrangement. The school work is much more definite than before. The end or object is more clearly in view—the proportion is better fixed. The elementary studies of reading, arithmetic, writing, etc., end sooner, and the more truly secondary subjects begin earlier. High school methods are introduced at a time when the growing boy or girl needs something different. Marking time ceases and it is easier to put an end to the needless waste of energy heretofore spent in dissipating a pupil's efforts over a long list of subjects.

In Indiana the elementary school curriculum is becoming hopelessly congested, particularly in the seventh and eighth grades. Just imagine such a course as this for early adolescents: To the ordinary branches—reading, writing, language, history, geography, spelling, literature, arithmetic, physiology, etc.—we have added geometry, algebra, drawing, music, nature study, scientific temperance, shop work, sewing, cooking, physical training, German and agriculture. Is it any wonder that nervous prostration is the order of the day and that even some of our children are being hurried off to the hospital for major operations?

This proposed reorganization of the upper grammar grades will help this situation. Instead of spending their days getting a smattering of many subjects in short periods of fifteen or twenty minutes, pupils will be able to make up a program of, say *four* subjects of forty-minute periods. Moreover, they may have some choice in the making of this program. There is opportunity for differentiation. As long as we have *differentiated* pupils in school it seems reasonable to assume that we ought to have differentiated courses in

the adolescent years. Pupils should not be bound to a rigid curriculum. The essentials will be there for all, but some of the non-essentials may be omitted. Some option among such subjects as manual training, household arts, domestic science, commercial, foreign language, art, music and the like should be given. Promotion by subject, being in vogue here, is far more expedient than promotion by grade.

The problem of discipline is much simpler. The pure democracy of the school is a goal to be sought. Then there will be no cliques, no "frats." The pupils will come to have a common interest in the school. From the youngest to the oldest there will be a bond of mutual helpfulness—a disposition to raise the tone of the entire school a little higher in the estimation of each other and of the public.

Better teaching is bound to be one of the good results growing out of this change. A higher grade of teachers can be secured for this school and they can be paid better salaries. The superintendent can demand experienced teachers of both elementary and secondary experience and with special training and aptitude for just this grade of work.

This new plan makes better equipment possible. Fireproof buildings, approved ventilation and lighting facilities, gymnasium, playgrounds, swimming pool, lunch room, dental and medical inspection, free clinics, etc., all are possible if such a centralized grouping of pupils is carried out. Such things are not possible for most boards of education under the traditional system except at great cost.

If the plan is practical for a few cities, it ought to be feasible for other cities in different parts of the country. There seems no good reason why its operations should not be just as workable in one locality as in another. The size of the town will necessitate adapting the school to local conditions. But the idea can be carried out just the same.

The junior high school is not a panacea for all our educational ills. No one claims that it is *the* solution of the problem of school mortality, either in the upper grades or in the earlier years of high school. There are many other things it probably cannot do. But if it does nothing else than help to fill the "gap" between the elementary and secondary schools, the junior high school plan will not have lived in vain. We believe it is a reasonable, practical and workable suggestion.

Plato once said: "The purpose of education is to give to the soul and to the body all the beauty and all the perfection of which they are capable." Those of us who have a junior high school in operation believe that it will contribute not a little to this exalted purpose of education.



## CONCLUSION.

The advantages of the plan are seen to greatly exceed the disadvantages. The former will in the main prove permanent. The latter are nearly always admittedly of temporary nature. Permanent advantages cannot long be held in check by temporary obstacles. Dr. Sachs, a recognized expert in secondary education, goes on record as saying such a reorganization is inevitable. Dr. Briggs says it already has many advocates and relatively few opponents. He concludes an invaluable article on "The Junior High School" in the issue of the "Old Penn Weekly Review" of the University of Pennsylvania, under date of May 8, 1915, with the following: "Personally, I believe that it offers possibilities equaled no where else just now in the field of secondary education. \* \* \* But in conclusion let me repeat that the new plan is not—nor can anything else be—a certain cure for all educational ills. It presents an opportunity, that is all. But an opportunity is all that a progressive and industrious school man wants."

Dr. Johnston, in a previously cited article, concludes with: "The writer has found no evidence that any of these school experimenters would be willing to return to the old system. While he has found no reliable and adequate reason with which to convince those temporarily inclined to doubt the promise in all these new plans of school administration, he has the impression that demonstrations and proofs will be forthcoming."

The live school man, whatever his personal convictions on the issue, can at least maintain a state of sufficient open-mindedness to be receptive of the results of the experiments being made by others willing to shoulder the burden of proof. His position obligates him to that extent.

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## THE POSITION OF THE COMMON SCHOOLS IN THE EDUCATIONAL SYSTEM.

*Superintendent M. A. Cassidy, Lexington, Ky.*

The most beneficent guarantees of the constitution of the Republic are: The promotion of the general welfare and the security of liberty to ourselves and our posterity.

It will be noted that the welfare is to be general, and that liberty is to be perpetuated. These benign results belong, by right, to no class, nor is their duration limited. The one is to be as common as the life-giving air, the other co-extensive with time. Thus are two of the greatest earthly blessings vouchsafed to us and to our posterity by the supreme law of the land—the welfare of all the people and the perpetuity of liberty.

It would have been both unworthy and unwise of our ancestors to offer these beneficent guarantees, if they were neither hope of their attainment, nor provision made for transmitting them to posterity as a common heritage. Popular welfare would have been only a pleasing dream, and

the perpetuation of liberty a delusion. But the fathers not only say that these blessings depend upon general intelligence and efficiency—they provided for them by making education common. And so the common schools were established to secure and perpetuate the most beneficent guarantees of our constitution.

These guarantees of general welfare and lasting liberty seem beyond human vision, and were, I am convinced, given by inspiration. There was no precedent for them in all history. From the beginning of government, in the shadowy past, until the making of our constitution, only the classes had been considered. There had never been a government attempt to promote the general welfare. The welfare of the classes had ever been the prime consideration, and it never entered into the minds of rulers to extend it to the great common people. Their welfare was unthought of, and, for them, liberty was deemed dangerous. The only legislation thought necessary for them were rules of civil conduct, with the most severe penalties for infraction.

But the welfare of the classes was all important. They were ever the governors; the masses were the governed. They were the officers in war; the masses were the common soldiers. They were clad in fine array, and fared sumptuously; the masses wore the badge of poverty. Private schools and great universities were established for the classes; but no provision had been made for the enlightenment of the masses. Was it human vision, or divine inspiration that, in our constitution, guaranteed the general welfare of our people, and their liberty forever? I am convinced that the God of Nations inspired the framers of the constitution to pen these glorious guarantees, and that he has guided in securing them in the founding and upbuilding of the common schools. If the system has been, and still is, imperfect, if results have been disappointing in that the general welfare has not been promoted to its fullest measure, and liberty is at times in danger, it is because of the imperfect human instruments with which the God of Nations must work. Michael Angelo could not have created his wonderful art with a brush of withered grass or a chisel wrought of mud. But the inspiration is the same yesterday, today and forever, and the human instruments through which it works, both to will and to do, are continually becoming more efficient. Physical evolution ended æons ago, but mental and spiritual evolution will be co-extensive with eternity itself. By the laws of spiritual and mental evolution, assisted by the greatest of human agencies, the common schools, the instruments through which the eternal spirit works, are becoming more and more efficient, and the outlook for the general welfare, and the perpetuation of liberty is brighter than ever before. It will continue to brighten as the years are rolled into the past, and it matters not what political storms may threaten, or how mightily the unpatriotic may strive for self, there can be no doubt that growing popular intelligence and patriotism, secured through the agency of the common school, will be an invincible bulwark for independence and general prosperity. Like the bow of promise that spanned the Heavens in Noachian

days, the public school system is an arch of hope on our political horizon, giving promise of a welfare that will be universal, and of a broader and nobler freedom.

Deeply conscious of the significance of these two paramount guarantees of our constitution, the promotion of the general welfare and the perpetuation of liberty, and convinced that they can only be secured through the widest diffusion of intelligence and efficiency, I am prepared to maintain that the public school of America, is, by far, the most important and vital part of the whole educational organization.

There is no national education system in the United States, in the sense that the word national is used in Europe. The framers of our constitution, in their wisdom, left the education of the people to the several states, save as Congress, from time to time, under the general welfare clause, may indirectly render them assistance; and *now* every State in the Union has a system of public education.

The system maintained in the several States are similar, in that they provide for both elementary and high schools, while the curricula are generally alike, save for the differentiation of progress. In administration, there is a wider differentiation. In States like Massachusetts, the town is the unit of school administration as it is for every other governmental function. In the West, where the township is the prevailing governmental unit, it is, likewise, the school unit. But, in the South, where the recognized governmental unit is the county, that has, within recent years, become the school unit. For many years, an artificial unit, measured by the length of a child's legs, and known as the school district, prevailed in Kentucky and throughout the South; but, after a disastrous experience, it was found that the school unit must correspond with that employed in other governmental functions. Since the discovery and use of the true school unit, public education in rural America, where two-thirds of the people are educated, has made rapid progress. Some of Kentucky's old system still impedes her progress. She was too conservative to let all of the many trustees go at once, and is still encumbered by about one-third of the original number. Not until Kentucky is free of this relict of the old system, and each county is governed by a county board, elected by the people of the entire municipality, will her progress in education be what is desired. The entire municipality for the unit of school government is just as important as for urban schools.

The public schools of the States are, in the large, supported by State and local taxation. In the new States, save Kentucky and a few others, 78,659,439 acres of the public lands were set apart for school purposes. This liberal donation by the national government toward promoting the general welfare, has been of great assistance to the cause of popular education.

But, while there is no national system of education, it is, in the best sense, becoming nationalized. In this age of travel, reading and national assemblies of educators, the best educational thought and practice are rapidly disseminated. The best in public education is, as a rule, put into



practice, and thus are the State systems fast becoming unified. The tendency is to adopt the best in each commonwealth, in administration, courses of study and methods of instruction. At no far distant day, this country will have, in the best sense, a national school system, and, at the same time, the States will retain one of their most important inherent powers—the education of their own citizenship, which is, by far, their greatest and most sacred governmental function.

The tendency now is greatly toward the unification of education in the United States. In the National Educational Association leading educators, from all the States, mingle and discuss educational problems, promulgate the most advanced educational thought, and each returns to his own field of activity with fresh zeal and enthusiasm, determined to give his own locality the advantage of the progressive ideas which he has acquired. And thus does a desire for the best become national in its scope.

The Commissioner of Education, a comparatively new official in national government, has contributed much toward the unification of public education in America. In the voluminous reports, which are distributed gratis, the best educational thought of the civilized world is to be found. There is a movement now making to increase the dignity and influence of the commissioner by having him constituted a cabinet officer. This would give additional importance to public education, and would greatly accelerate the unification of State systems. There is, too, a movement toward uniform examinations for teachers in the United States. Should this be accomplished, it will go far toward unifying and nationalizing public education.

Since our national government is only a federation of sovereign states, possessing no inherent rights, there cannot be, in the strictest sense, a national system of education; but in a larger and more important sense, there can and will be a national system. This will be when each State will accept and use the best in education. It is an educational consummation devoutly to be wished.

The common school is the only agency through which the general welfare, guaranteed by the constitution, may be successfully promoted and the perpetuity of liberty assured. It is the very nursery of Liberty, and, if not already so, will become the greatest promoter of the public welfare.

There are in the public elementary schools of the United States, in round numbers, nineteen millions of pupils. In the secondary schools there are more than one million students. As compared with these numbers, there are in the private elementary schools nine hundred and ninety-seven thousand pupils, and in all the academies, colleges and universities only 519,000 students. These figures, better than any argument that can be advanced, show the relative importance of the common schools in the promotion of the general welfare and the perpetuation of freedom. Nearly nineteen times as many pupils in the public elementary schools as are in private elementary schools, and more than twice as many in public secondary schools as attend all of the academies, colleges and universities! Therefore, it is

obvious that if the general welfare is to be promoted and liberty perpetuated, both must be done through the agency of the common school where the masses are educated. In the words of Lincoln, "this is a government of the people, for the people and by the people"; and insofar as the people are made intelligent, patriotic, and efficient, will it be a good government.

The patriotism and efficiency of the masses who attend the common schools should be the ambition of every American teacher. If the spirit of this Republic contemplates the greatest good to the greatest number, the public school teachers hold positions that greatly transcend in importance those held by the professors in colleges and universities; for they are, indeed, the promoters of the general welfare and the trainers of patriotic citizens.

But let us see what is meant by general welfare. In a word, it is the prosperity and happiness of all the people. How may these be promoted in the public schools? By educating the millions who attend them for efficient service. This can be done only by relating education with life, and by training all to *do* as well as to *know*.

According to the last census, there are 1,750,000 people in the United States engaged in professional service; six million persons engaged in trade and transportation; seven million seven hundred thousand engaged in personal service; eight million two hundred and fifty-five thousand engaged in manufacturing and mechanical pursuits; nearly twelve million engaged in agricultural pursuits, and twenty-six million women who are home-keepers. Education has long been too aristocratic in that it provided for the efficiency of only the smallest of these classes. The man who could afford to enter college was trained for efficiency in law, medicine, pedagogy and theology. But the larger classes, the great mass of people, were not trained for efficient service. Perhaps they learned symbols and facts, but they were never made efficient for their life occupations through the power of concrete expression. Most of those engaged in the non-professional callings became more or less efficient by wasteful and discouraging experience.

But the time is not far distant when every class of toilers, mental and manual alike, will have, through the agency of the common schools, an equal opportunity for preparation; when those engaged in trade and transportation, in domestic and personal service, in mechanical pursuits, in agriculture and home-keeping, will be trained for efficient service. The common schools, both urban and rural, in every State, will ere long relate all learning to some kind of service. There will not be less book learning, but all knowledge which is acquired in the schools will be transmuted into spiritual and social values. The motto of every school will be: Life is service and education is for life. Then will efficiency in every kind of service be the rule and not the exception; and thereby will the general welfare be promoted.

In all that I have said, wherein I have emphasized the importance of the common schools in promoting the general welfare and perpetuating liberty, I would not be understood



as minimizing the importance of colleges and universities. They should ever be the leaders of thought and action. But they have only reached the few. Only ten percent of the millions who have attended the elementary and secondary schools ever reach the university.

The great aim of the common schools should be to make efficient and patriotic citizens. Not alone must they, by careful training, make good and efficient citizens of native Americans, but foreigners must come out of the common schools patriotic and efficient Americans. Through spiritual and ethical training, and the infusion of patriotism by the right teaching of geography and history, they will go forth from the common schools, not only efficient citizens, but good and patriotic citizens as well.

We have found that the public schools of this country are basic in their importance, and that they occupy the highest place in the scheme of education because of the great numbers who are educated in them, and therefore the wider diffusion through them of the principles of liberty, and preparation for the promotion of the general welfare. In a not too optimistic view of their future progress, we have seen their training closely related to life and its activities, and sending out patriotic and efficient men and women.

It requires no prophetic eye to read the future, if, in the common schools of America there are general efficiency, culture and the ennobling and perpetuating of liberty.

Looking into the future of this great realm, long ago dedicated to freedom and the pursuit of happiness, I behold a race of people, the amalgamation of every nationality; prosperous because educated for service, intelligent through the influx of the racial mind into their own mental reservoirs, and swelling this great mind-stream as it flows on into the eternal future, with nobler thoughts, higher aspirations and finer ideals. I behold a people whose conception of liberty is untainted by license, unfettered by mental or physical bonds, the pure flame of freedom blazing on every family altar, and every man and woman a self-constituted priest and priestess, intent on transmitting the holy flame to future altars, brighter and purer than it shone upon their own. I see a people who, through the influence of such education as the common schools will maintain, have cast off the brute inheritance, and are ruled by the law of kindness. I behold a people whose banner has no crimson bar among its silken folds, but only the blue of loyalty and the white of gentle peace, and whose implements of war have been fashioned into utensils of pacific pursuits. I behold homes that are happy and righteous; fields that yield abundant harvests; shops, whose skilled and intelligent workmen perform their tasks with such ease and facility, that they have ample time for recreation and culture. I see a people whose domestic felicity is heavenly, and whose righteousness is uninfluenced by fear of punishment or hope of reward. I behold a people fashioned in the image of the Prince of Peace, whose hearts throb with the rhythmic beats of love, and upon whom the benignant smile of the Eternal Spirit will ever shine as a national benediction.



A STUDENT-SURVEY—A KENTUCKY STUDY.

A high school located in a town of three thousand people summarized a few facts about its students and secured their opinions in the following way. Sixteen questions as given below were typewritten and given each student on a separate sheet to be answered confidentially, but not signed:

- 1. What work, if any, occupies your time after school?  
.....
- 2. If you prepare any lessons out school, please name them and indicate the average time used in preparing them.  
.....
- 3. If you intend to work during the summer vacation, please state what your employment will likely be....  
.....
- 4. Which of your high school subjects do you consider the most valuable to you?.....
- 5. Which subject do you think is the least valuable?  
.....
- 6. Which subject is the most interesting?.....
- 7. Which is the least interesting?.....
- 8. If there is any subject not offered in our present high school course, and which you would like to study, please name it .....
- 9. If your parent is living what is his occupation?  
.....
- 10. If you take music lessons, give the name of your teacher and the number of years you have taken.....  
.....
- 11. Are you a member of any church?.....
- 12. Do you attend Sunday School or church regularly?  
.....
- 13. Do you smoke cigarettes?.....
- 14. Do you use a tooth brush daily?.....
- 15. Will you probably attend college? .....
- 16. What vocation do you intend to follow in life?  
.....

Twenty-nine girls and thirty-two boys answered and returned the sheets; nineteen of these were freshmen, twenty sophomores, eleven juniors and eleven seniors. All sixty-one studied English; fifty-six studied mathematics, forty-two studied Latin, forty-one studied science, thirty-five studied history and eighteen studied German. In answering such questions as number 5, if a student gave two answers, a vote was given to each of the two subjects named.

- 1. Nineteen girls and nine boys had no employment after school hours.
- 2. Five boys and one girl spent no time preparing lessons out of school. Average time spent by students in home study was 75 minutes. Average time spent by freshmen 58 minutes. Average time spent by sophomores 64 minutes. Average time spent by juniors 92 minutes. Average time spent by seniors 97 minutes.
- 3. Ninety per cent of boys will have employment during summer, 50 per cent will work on farm.
- 4.5. Sixty and two-thirds per cent of the students in

English think it the most valuable study; no student thinks it the least valuable. Forty-two and eight-tenths per cent of those studying mathematics think it the most valuable; nine per cent think it the least valuable; ten per cent of the students in science think it the most valuable; twelve and two-tenths per cent think it the least valuable; five and seven-tenths per cent of those in history think it the most valuable; thirty-four and three-tenths per cent think it the least valuable; four and seven-tenths per cent of the Latin classes think it the most valuable; fifty-four and seven-tenths per cent think it the least valuable; none think German the most valuable; forty-four and four-tenths per cent think it the least valuable.

6-7. Forty-eight and eight-tenths per cent think science the most interesting; four and eight-tenths per cent think mathematics the most interesting; seven and one-tenth per cent think it least interesting; forty-four and two-tenths per cent think English the most interesting; six and five-tenths per cent think English the least interesting; fourteen and three-tenths per cent think history the most interesting; thirty-seven and one-tenth per cent think history the least interesting; seven and one-tenth per cent think Latin the most interesting; fifty-two and three-tenths per cent think Latin the least interesting; five and five-tenths per cent think German the most interesting; sixteen and six-tenths per cent think German the least interesting. From the students' point of view the most valuable subjects from a utilitarian standpoint were English and mathematics and to them the most interesting subjects were science, mathematics and English.

8. Seven girls want household arts added to the course of study; six boys want agriculture; five girls want French and two boys want Spanish.

9. Twenty-three per cent are children of farmers.

10. Thirty per cent (all girls except two), are taking music lessons, or have taken.

11. Eighty-eight and one-half per cent are church members.

12. Eighty and six-tenths per cent attend church or Sunday School regularly.

13. Twenty per cent of the boys smoke cigarettes.

14. Nine boys do not use a tooth brush daily.

15. Forty-two per cent say they will probably go to college.

16. Fifty per cent of the boys and twenty-eight per cent of the girls have in mind what vocation they intend to follow in life. One-third of the boys who expressed themselves intend to be farmers.

## DOG IRON DAYS; OR THEN.

(J. T. C. Noe.)

Oh, the Old Dog Irons! How the picture thrills my soul,  
As I stir the ashes of the past and find this living coal:  
When I blow the breath of memory it flashes into flame,  
Which seems to me far brighter than the most undying fame.  
Will you listen to the story of my early childhood days  
When I read the mystic symbols in the embers and the blaze  
Of the old wide-open fire place, where the backlog, all aglow  
With its shifting scenes of fancy, was a motion picture show?  
I know about your natural gas, your stoves and anthracite,  
Your phonograph and telephone and incandescent light;  
I've heard about the comforts and the use of gasoline,  
And the educative value of a Pathe photo-scene;  
The future of the bi-plane and the wonders of the press,  
And the blessings of the wireless when a ship is in distress.  
I marvel at invention and its all but magic art,  
But the things that make for happiness concern the human heart.  
Then why not praise the tallow-dip, the dog irons and the crane,  
The kettle singing on the coals, or hanging to a chain?  
The children gathered round the hearth to hear of early days—  
The wildcat and the panther, the redman's sneaking ways;  
The bravery of our fathers, the scalping knife and gun,  
The courage of the women folks; I tell you, boys, 'twas fun.  
We roasted sweet potatoes and we talked of Marion's men,  
How they routed all the Red-coats, or slew them in the fen.  
We learned to love our country and we swore to tell the truth,  
And do no deed of treachery and never act uncouth;  
To guard the honor of our name, and shield a virtuous home,  
To read the proverbs and the psalms and love the sacred tome.  
I know our home was humble then—rag carpet on the floor—  
But the stranger found a welcome there, the latchstring on the door.  
The well-sweep and the wood-pile and the ox-team in the shed,  
Dried apples hung around the walls, and pumpkins overhead—  
Not sanitary, I'll admit, nor stylish-like, nor rich,  
But health and comfort and content; now tell me, which is which?  
Then who can blame me that I love the good Old Dog-iron Days,  
When men had hearts and character that fortune couldn't faze;  
The years before the slashed skirts and the Turkish cigarettes,  
When women wove their linsey clothes instead of devilish nets;  
When children did the chores at night, nor ever heard of gym,  
Or movements such as boy-scouts, yet kept in health and trim.  
We spent our evenings all at home, and read and sang and played,  
Or talked of work and feats of strength, or what our crops had made;  
And when we mentioned quilting bees and apple-peeling time,  
We had in mind our sweethearts and we sometimes made a rhyme:  
'Twas then I read my future in the embers and the blaze,  
And this is why I praise to-night the Good Old Dog-Iron Days!



## THE AGE ELECTRIC; OR NOW.

(J. T. C. Noe.)

The glory of the good old days has passed from earth away,  
The lumbering loom, the spinning wheel, Maud Muller raking hay;  
The old rail fence, the mould board plough, the scythe and reaping  
hook,  
Corn-shuckings, and Virginia Reel, and young folks' bashful look.  
Now poor old father limps behind his motorcycle son  
And sees the world go whizzing by and knows his race is run.  
With rheumatism in his joints and crotchets in his brain,  
He finds that he can hardly catch th' accommodation train.  
Two dozen bottles of the oil of Dr. Up-To-Date  
Would put to flight the rheumatiz and straighten out his pate;  
But foggy folks don't have the faith, nor interest in the race,  
They'd rather drive a slow coach horse than go at such a pace.  
Efficiency! Efficiency! In business, church and school,  
Where Culture in a Dunce's cap sits grinning on a stool,  
And wondering where the thing will end, and what the prize will be,  
When Intellect, all geared and greased, is mere machinery.  
Old Homer and the Iliad, the Trojan and the Greek,  
The Parthenon and Phidias, not ancient, but antique.  
Great Caesar and the Gallic war and Virgil with his rhyme,  
And Cicero have all gone down beneath the wheel of time.  
And Dante now lies buried deep beneath the art debris,  
Where Michael Angelo once wrought for immortality,  
The Swan of Avon's not in school, but on the movie screen,  
The Prince of Denmark cannot talk but still he may be seen.  
All history and literature, philosophy and truth  
Would take about three evenings off of any modern youth  
To master through the picture art if he the time could spare,  
From vaudeville shows and joy-rides and tango with the fair.  
The problem is to find an hour so busy is the age,  
And so important is the work and tempting is the wage.  
Then what's the use of poetry or history, anyhow?  
Best turn your back upon the past and face the present NOW!  
Get busy, and be on the job, the world will pay for skill.  
It says: "Deliver me the goods, and then present your bill."  
The family circle and the talk around the old hearth stone,  
The sage advice, when back-logs glowed and grease lamps dimly shone,  
Are mouldy pictures of the past, mere myths of long ago,  
When grandsires had found out some things that children didn't know.  
How many bushels can you raise upon your plot of ground?  
How many blades of grass now grow where once just one was found?  
Oh! Nature is the proper theme, but better Wordsworth drop,  
San Jose scale and coddling moth will get your apple crop.  
Ben Jonson and Will Shakespeare and Goldsmith all are dead.  
Put nodules in alfalfa roots not dramas in your head.  
Tomato canning's orthodox if done with due dispatch.  
Don't let your daughter dream of fame, just show her how to patch.  
The laws of sanitation soon will put the fly to flight,  
Then stop tuberculosis next and win the hookworm fight.  
If man could live a century it may be in the strife,  
He'd learn to make a living if he didn't make a LIFE!  
What matter if the primrose is beside the river's brim,  
A yellow primrose growing there and nothing more to him,  
He's caught the trick of sustenance (but lost his taste for rhyme),  
And the oxen in the clover fields have had that all the time!

# THE KENTUCKY HIGH SCHOOL QUARTERLY

Published four times a year, under the auspices of the Department of Education, State University, Lexington, Ky.

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## Editorial

We make no apology for the long article on the "Six-Six" plan which appears in our quarterly in this issue. There is no more important subject being considered by the high schools in the State of Kentucky today than the reorganization of the schools on this plan. In fact, the whole nation is considering it most seriously. Professor Baker, who has prepared the material in this article has been making a careful collection of the best things on the plan and he has brought together in this article material which we believe will be of great service to those who have the reorganization under consideration. We would like to have made the article even longer if we could have spared the space, but we will say to those who are interested that we are prepared to furnish more material upon application. We have withheld a number of other good things in order that we might put this material into the hands of school principals in Kentucky. We hope that it will prove serviceable.

We have been gathering statistics concerning the deficiencies, promotions, etc., but all the schools to whom we sent blanks have not yet reported and we withhold the results of our investigation until the October issue. In another part of the Quarterly we publish a brief survey which one of the most enterprising superintendents of the State conducted. We believe this will be of great interest to the high schools of the State. We suggest that the questionnaire which this superintendent used be given to other schools and the results reported to us that we may through the Quarterly give them to the State.

We have tried to make it plain to the schools of the State that we are anxious to publish the high school news which is of general interest. Our April issue contained a good deal of very interesting high school news. Few schools have reported anything for the July issue. We want to call the attention of superintendents, teachers and principals to the importance of having brief high school notes in our hands by the 25th of September for publication in the October issue.

## HIGH SCHOOL NOTES.

The Erlanger High School finals were celebrated May 21, 1915. Dr. A. S. MacKenzie, of Kentucky University, delivered a magnificent commencement address to an audience of 600.

There were six graduates from the school—Misses Raychel Acree, Sallie Castleman and Alma Modlin; Messrs. John Bramlage, Harry Riggs and Edward Smith.

The alumni banquet during the commencement week was the most enthusiastic in years.

The class of 1915 acquitted themselves with great honor by editing and publishing the first school annual in the history of Erlanger High School.

We are glad to report to the Quarterly the final results of the N. K. T., May 26-27-28, of the most successful interscholastic school tournament ever held in Northern Kentucky. Erlanger High School leads the contesting schools, thus winning the banner by a score of 161½ points; Walton, second score 150½ points; Dry Ridge third, score, 128 points; Boone County High, fourth, 94 points; Owenton, fifth, 85 points; Independence, sixth, 64½ points; Verona, seventh, 40 points, and Sanders, eighth, 8 points. The following officers were elected for the ensuing year: Superintendent J. A. Caywood, Burlington, President; Professor B. L. Vallandingham, Owenton, Vice President, and Professor Gorgon, Walton, Secretary-Treasurer.

The same high school faculty was elected unanimously for the coming year, namely: Professor P. L. Hamlett, Superintendent; Miss Edna Riley, Principal; Assistant Misses Yelton, Roberts and Johnson. Instructors have been secured from Woodward High School, Cincinnati, to conduct the courses in manual training and domestic arts.

The high school at Middleburg is in the midst of improvement that will add materially to the progress of the school at the next session. We are enlarging two of the class rooms, repapering and repainting all of the building, erecting sanitary toilets, putting up some new fence, making a liberal application of whitewash, employing two new teachers, adding to our agricultural and chemistry equipment, putting down new walks, and improving the appearance of the grounds. This work is being done by the students under the supervision of the principal.

We have secured a three-acre lot for use in our agriculture classes this year, and shall put out an orchard and some small fruits. On a portion of it we have erected a curtain-front poultry house and have a pen of twenty pure bred chickens, which the students will care for.

R. G. HUEY, Principal.

The Sturgis city schools have had a year marked for the good spirit and loyalty of the citizenship. The high school has made the initial trial with a high school paper, "The Aurora," a copy of which we have on our desk. Hon. Alben W. Barkley, Congressman from the Gibraltar Democratic district, made the class address to a large, appreciative audience on May 21st.



The Central Interscholastic Association, composed of Sturgis, Morganfield, Marion, Providence, Clay and Corydon Schools, had a girls' declamatory and a boys' oratorical contest at Providence April 30. Marion won the ten-dollar medal in the girls', and Sturgis in the boys'—Miss Lucile Moore for Marion and Johnson McMurray for Sturgis. In the track meet at Morganfield, May 8, the ranks of schools were as follows: Marion, 61; Morganfield, 18; Sturgis, 14, and Corydon, 6 points. The other two did not enter. Track meet will go to Sturgis in fall.

Superintendent C. C. Justus is re-elected by unanimous vote of the Board of Education. Sturgis high school is accredited by the commission of the Southern Association of Colleges.

### STANFORD HIGH SCHOOL.

Professor E. F. Farquhar, of the English Department of State University, delivered the commencement address to the graduates on the evening of May 26th. So pleasing was his address that some of the patrons are requesting his service for next year's class. There were 18 graduates. Of this number there were five boys.

Superintendent W. C. Wilson has been re-elected to the head position of the city schools for a period of two years. Miss Lucile A. Gastineau was re-elected to the position of Latin and German, and next year she will have charge of the domestic science department.

Miss Claudia Eaton, who has been in charge of the history and English will not be in the school next year, due to the fact that she goes to the Bellevue city school next fall.

The annual commencement exercises of Cynthiana High School were held May 30-June 4. The calendar of same follows:

#### COMMENCEMENT CALENDAR

SUNDAY, MAY 30—BACCALAUREATE SERMON.

"Life Teacher"—Rev. George H. Harris

Christian Church—7:30 o'clock.

TUESDAY, JUNE 1—JUNIOR RECEPTION.

Elk's Home—8:00 o'clock.

WEDNESDAY, JUNE 2—COMMENCEMENT SCHOOL PLAY

"Al-of-a-Sudden-Peggy"

Rohs' Opera House—8:15 o'clock.

THURSDAY, JUNE 3—ALUMNI RECEPTION

Elks' Home—8:00 o'clock

FRIDAY, JUNE 4—COMMENCEMENT

Class Address—Rev. E. L. Powell, Louisville

"The Marriage of the Ideal and the Real"

City School Auditorium—8:00 o'clock

On Friday night a class of twenty-seven members was graduated, eighteen boys and nine girls, the largest class in the history of the school.

The enrollment of Cynthiana High School this year has been 183, an increase of 39 over last year, and an increase of 59 within the last two years.

The faculty for the coming year recently elected are as follows: R. I. Cord, Superintendent; C. W. Denham, Principal; Lawrence G. King, Miss Virginia McClure and Miss Eva V. Agner.

The Cynthiana High School baseball season closed June 3 with an undefeated record. Fifteen games were played during the season without losing a game, totaling 125 scores to 27 by opponents, thereby winning the championship of the Central Kentucky High School Athletic Association. This makes a clean record of three championships won by Cynthiana High School this year in football, basketball and baseball, together with two championships last year in basketball and baseball.

### 1915 SEASON

#### *Cynthiana High's Championship Baseball Team*

PLAYERS	AB	R	1B	SB	SH	PO	A	Bat.	Field
								E Ave.	Ave.
C. Rorer, ss and p. ....	56	26	27	8	2	3	26	1	.482 .980
McIlvain, c., etc. ....	57	21	26	3	3	186	24	5	.456 .930
Hoffman, 1b. and 3b. ....	48	19	19	12	4	29	9	7	.395 .844
Poindexter, cf. ....	55	7	19	8	7	6	4	2	.345 .833
McLeod, rf. ....	43	14	14	6	1	6	1	1	.325 .875
A. Rorer, ss. and f. ....	27	7	7	3	2	0	3	1	.259 .750
F. Rees, lf. ....	28	4	7	1	3	3	0	0	.250 1.000
Goldberg, 2b. ....	53	9	13	3	1	27	16	7	.245 .860
S. Rees, p. and f. ....	42	6	10	0	1	5	19	2	.238 .925
Dix, p. and 1b. ....	45	7	10	5	0	60	5	5	.222 .923
Durbin, f. ....	9	2	2	0	0	0	0	0	.222 1.000
Martin, 3b. ....	6	0	1	0	1	1	0	0	.166 1.000
Bland, c. and f. ....	27	3	4	1	1	34	6	2	.148 .952
Totals .....	496	125	159	50	26	360	113	33	.320 .934

The following communication is from Eddyville High School: "At the beginning of the year 1914 our principal resigned his position and I, who was then the grammar grade teacher, was asked by the board to succeed him. Our high school then was rated as one of the third class, with an enrollment of fifteen. After the close of school I arranged a course of study embracing four years and submitted same to the State Educational Department for their approval, and after its approval our board employed an assistant teacher for the coming school year—which closed the 24th of April. Our enrollment was raised to twenty-six, and for the coming year we are to have a senior class, the first in the history of this school. My assistant for the coming year will be Miss Anna Evans, of Jefferson City, Tenn. She is a lady of rare ability and has a successful record as a teacher. Lynn County is justly proud of her high school."

MRS. J. A. HOLTON.

About thirty-one of the 1915 high school pupils at Bloomfield will enroll for the 1915-1916 year and there will be a new class of fourteen from the grades to enter at the beginning of the fall term besides a number out of the district, which we feel confident will bring our enrollment to fifty. In the athletic work they have just completed three fine tennis courts, which the pupils paid for with their own earnings. The baseball team played the following schedule with the neighboring high schools:

	Played	Won	Lost	Pct.
Springfield .....	2	2	0	1,000
Bardstown .....	3	2	1	.667
Shelbyville .....	1	1	0	1,000
St. Joseph's College..	2	1	1	.500
Taylorsville .....	1	1	0	1,000
Totals .....	9	7	2	.777

In basketball the girls played three games, losing two to Bardstown and winning one from Shelbyville. It was the team's first season and as the girls were all freshmen and sophomores they made a very creditable showing. Miss Annie Hodges, of State University, 1915, comes into the high school for next year as teacher of language and history.

#### DIXON HIGH SCHOOL.

Voted June 8th on a proposition to bond the town for a new high school building. The vote was 214 for and 14 against.

#### MINERVA HIGH SCHOOL.

J. A. Caldwell, principal of Minerva Consolidated School, and Mrs. Caldwell will spend the summer at the University of Chicago.

#### UTICA HIGH SCHOOL.

Mr. Warren Peyton, the principal, has been re-elected for the succeeding year. Prospects for increase in attendance are good. The school is a county high school entirely.

#### CLOVERPORT HIGH SCHOOL.

The high school published an annual this year, the first in the history of the school. One week was devoted to the closing exercises of the school. Baccalaureate sermon Sunday evening, May 16th. Senior play Wednesday evening, May 19th. Class night Thursday evening, May 20, and commencement Friday evening, May 21st. The commencement address was delivered by Hon. R. M. Holland, of Owensboro. It was one of the best we have ever had. G. Rufus McCoy has been re-elected as superintendent. J. Raleigh Meador has been re-elected first assistant.

#### INDEPENDENCE HIGH SCHOOL.

At a recent tournament at Erlanger, Independence High School won first in Caesar, first in Virgil, second in First Latin, second in Cicero, first in First-year German, and second in Second-year German.

#### TURNER'S STATION HIGH SCHOOL.

Turner's Station High School graduated eight young people. The commencement week included three events—the presentation of the drama, "The Winning of Letane," showing talent and training. The receipts of the evening were over \$105.00. The second event was an elocutionary contest. The commencement address was delivered by Professor Lee Kirkpatrick, of Pleasureville.

#### LANCASTER HIGH SCHOOL.

The Lancaster High School is closing out a year under splendid conditions. The board says this is the best year in the history of the school. Prospects for another year look good.



## BOOK NOTICES.

FIRST BOOK IN GERMAN—*Bagster-Collins*. MacMillan Company, Chicago, Ill.

In this book the author says that he has attempted to work out for the class room the principles which he set forth in a former work entitled, "The Teaching of German in Secondary Schools." As is stated in the preface, this book is not a radical text book, but contains abundant reading material and exercises thoroughly in harmony with the *direct method*. We regard it as one of the best first books in German which has appeared in several years, and we desire to call the attention of high school teachers to this text.

FIRST BOOK IN FRENCH—*Maloubier and Moore*. MacMillan Company, Chicago, Ill.

The arrangement of this book is designed to combine the inductive and deductive methods of teaching French and as far as possible to eliminate the disadvantages of each. The passages for reading include a broad range of everyday conversational topics and many incidental allusions to historical and literary subjects which may be further expanded in the oral work of the class rooms. The essentials of grammar and syntax have been woven into each lesson and the lessons graduated in difficulty so that the student is led easily into the knowledge of the language. This is a valuable beginner's French text.

PSYCHOLOGY OF HIGH SCHOOL SUBJECTS.—*Judd*. Ginn and Company, Chicago, Ill.

This is one of the first attempts of applied psychology to the various subjects taught in the high school. Dr. Judd does well whatever he undertakes and this book ought to prove of great value to high school teachers.

OUTLINES OF EUROPEAN HISTORY, PART II—*Robinson and Beard*. Ginn and Company, Chicago, Ill.

The aims of the Outlines of European History is to avoid defects of older books first, by frankly subordinating the mere happenings of the past to a clear statement of the conditions under which men lived for long periods and of the ideas which they held; and, secondly, by devoting about half of the work, namely, Part II, to the past hundred and fifty or two hundred years, which concern us most immediately. Each chapter is divided into topical sections and the topics arranged with strict attention of chronology, but each section is a discussable topic and not a fragment of chronology. Part I brings the outlines of European history down to the opening of the eighteenth century and Part II continues the history of Europe to the present day. We recommend these books as valuable contributions to European history texts.

GENERAL SCIENCE.—*Caldwell and Eikenberry*. Ginn and Company, Chicago, Ill.

There has recently grown up a strong demand for a text book on general science and this book is designed to meet that demand. The following subjects are considered in the book, each part embracing several chapters: Part I,

"The Air." Part II, "Water and Its Uses." Part III, "Work and Energy." Part IV, "The Earth's Crust." Part V, "Life Upon the Earth." The book is a contribution to science teaching conceived in the spirit of science and elaborated under the critical scrutiny of those who wish to do more than merely mourn over the difficulties in which science teaching finds itself. We believe that high school teachers will welcome this book as a great aid in clearing up many of the difficulties which now present themselves in teaching high school science.

THE TEACHING OF ENGLISH.—*Carpenter, Baker and Scott.* Lognman's, New York City.

This text ought to be in the hands of every high school teacher of English. It has been recognized for a number of years as being one of the leading discussions of the teaching of English. There is no subject more difficult to teach and none which is more poorly taught, perhaps, in Kentucky. We recommend this book as one that will help to lift the teacher's English out of the slough of despond.

HISTORY OF THE UNITED STATES.—*Andrews.* Lippincott, Philadelphia.

This is one of the best texts on United States history that has appeared in this country. "It represents the different conditions and the development of our country's sections in an impartial and, at the same time, sympathetic way that helps all parts to see the right and wrong of their differing attitudes in the past, without wounding any loyalties." It is in line with the most advanced ideas in Pedagogy and the writing of history texts. One of the ablest of secondary school men declared that it "would prove a model for others that would follow it, and that when teachers once had used it, they would have no other; that it fitted the needs of the average pupil as well as those of the brightest." We wish especially to commend this text to the teachers of United States History in Kentucky.

PRACTICAL LESSONS IN AGRICULTURE.—*Ivins and Merrill;*  
AGRICULTURAL EDUCATION FOR TEACHERS.—*Bricker;*  
FARM SHOP WORK.—*Brace and Main.* American Book Company.

Prejudice, inertia and misgivings are everywhere gradually yielding place to the new rural education. Country communities are demanding that their schools educate in terms of rural life; normal schools are rapidly instituting and perfecting departments for the training of rural teachers, and the colleges are offering courses in rural leadership, and in the teaching of agriculture home economics, and farm manual training. Tens of thousands of teachers have suddenly become conscious of the new demands that are being made on them. Not all may take advantage of the facilities offered by the higher institutions of learning, while many who take brief courses in summer sessions feel the need of keeping in constant touch with the new ideas in agricultural education along its fundamental lines of development. Teachers of agriculture and farm work will welcome the three texts given above as filling a demand in education at the present time.

We desire to acknowledge the receipt of several high school annuals. We have one from Bedford, Kentucky, Mr. John Howard Payne, superintendent. Superintendent R. A. Edwards, of Morganfield, and Superintendent McCoy, of Cloverport, have also favored us with copies of their annuals. We gratefully acknowledge receipt of these and beg to say they are works of art and creditable productions, showing great interest and talent on the part of the students and the community in school work.

THE MODERN HIGH SCHOOL, ITS ADMINISTRATION AND EXTENSION—*With examples and interpretations of significant movements. Edited by Dr. Charles Hughes Johnston, of the University of Illinois.* Charles Scribners Sons, New York, Chicago and Boston.

This book offers a wealth of new and valuable material bearing on present prominent problems in secondary education. It is a compilation, with the derived value of coming from many rather than one source, but lacking somewhat in unity and suffering some small amount of repetition in the introductory parts of the chapters of several authors. It is primarily a book on city school administration and supervision, taking no cognizance of the problems facing the small rural high school, and making no mention of the problems of county and State administration with reference to high schools. It is an invaluable book in the hands of the superintendent in a relatively goodsized city.

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The following from the Department of the Interior, United States Bureau of Education, seems to us of value:

#### THE NEW TYPE OF TRUANT OFFICER.

The old idea of the truant officer as a "kid cop" is passing away, according to W. S. Deffenbaugh, of the United States Bureau of Education, who has recently been in conference with attendance officials from all parts of the United States. The new truant officer, according to Mr. Deffenbaugh, is a man of entirely different type, quite frequently, in fact, a woman. In several cities a large percentage of truant officers are college graduates; in other cities they are men and women with experience as social workers; but whether college graduates or not, they are required to know and understand the home conditions of school children.

Attendance officers of the new type are interested in removing fundamental causes of truancy rather than in merely catching the offenders. The chief cause of the failure to obey attendance laws, according to the national league of compulsory education officials, is inadequate family life. Resolutions adopted at the recent meeting of this organization, therefore, called for "adequate and uniform marriage and divorce laws for the protection of childhood; enactment and enforcement of laws pertaining to the issuance of marriage licenses that will prevent child marriages and prohibit the marriage of persons physically, morally, and mentally unfit to wed." They urge that the



juvenile courts be given definite authority to place parents, as well as children on probation for truancy and delinquency; they ask better State supervision of dependent children; civil service for all truant officers; and the maintenance of parental schools, special rooms for truants and incorrigibles, and health inspection of schools as material factors in child warfare.

The attendance officer of the new type is to be a far better trained man or woman and is to receive better pay. Superintendents of some of the largest school systems in the United States joined in advocating a minimum salary of \$100 per month, with services for 12 months in the year, in order that the officers may be in constant touch with the home conditions of the boys and girls.

The United States Bureau of Education has agreed to co-operate with the league of compulsory school attendance officials in the collection of statistics bearing on attendance problems. As part of the movement for better attendance, it has been urged that a permanent census bureau be established and maintained in every city in the United States.

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### KENTUCKY WARS ON ILLITERACY.

In a proclamation characterized by Dr. P. P. Claxton, United States Commissioner of Education, as "one of the most important issued by the Governor of any State since the beginning of our national life," Governor McCreary, of Kentucky, announces the appointment of a State Illiteracy Commission and the beginning of a campaign to eliminate illiteracy from his State. A thousand volunteer teachers are already at work in the "moonlight schools," teaching Kentucky's 208,000 adult illiterates how to read and write.

The members of the Illiteracy Commission are: Mrs. Cora Wilson Stewart, through whose efforts as superintendent of schools illiteracy has been entirely wiped out in Rowan County during the last three years; Miss Ella Lewis, superintendent of schools for Grayson County; Dr. J. G. Crabbe, president of the Eastern Kentucky State Normal School; and H. H. Cherry, president of the Western Kentucky State Normal. The Commission is receiving valuable aid from the Kentucky Educational Association, the Kentucky Press Association, the State Federation of Women's Clubs, the Society of Colonial Dames, and other public spirited organizations.

Of special importance, in the opinion of Commissioner Claxton, will be the effect of Kentucky's example on other States. Illiteracy is a national problem, and few States are free from it.

Says Dr. Claxton: "This proclamation will have far-reaching results. It marks the beginning of a new era in Kentucky and for all the country, for the idea will be taken up by other States, and the work will go on till the curse and shame of illiteracy have been lifted from every State in the Union.

"It will be a part of the lasting glory of the State of Kentucky that it has taken the lead in this movement. It is

the first State to undertake to offer to all the people, of whatever age, an opportunity to learn to read and write, and thus break away from the prison walls of sense and silence within which the illiterate man and woman must live. Whatever else Governor James B. McCreary may do for his State, this proclamation and his recommendation to the legislature that it provide for the appointment of this illiteracy commission must always be accounted among his wisest and most important acts."

Bureau of Education officials point out that work such as has been begun in Kentucky will make much more rapid progress when the illiterary bill introduced by Congressman Abercrombie, of Alabama, becomes law. This bill (H. R. 15470), requires the Bureau of Education and the Commissioner of Education to devise plans for teaching adult illiterates, and to co-operate with States and local authorities in the work when requested to do so.

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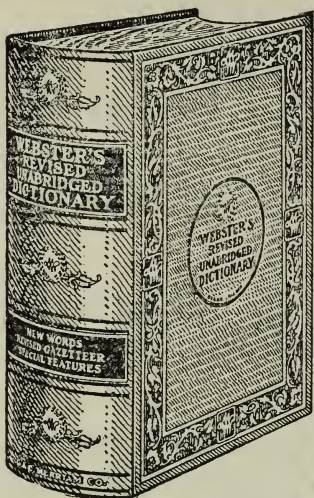
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